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ABSTRACT

The project was conducted to test the assumption that there is a positive correlation between teachers' knowledge about career education and their attitudes toward using it in the classroom. The projected goal was to implement career awareness activities for teachers in an inservice program in order to promote teacher attitude change. Results indicated that the assumption was correct. Inservice workshops for teachers were held at a district community college. Tests before and after the inservice programs indicated that the teachers did have more positive attitudes about career education after the programs. Appendixes include a bibliography, a list of audiovisual materials used in the inservice programs, tests and surveys, and workshop agenda. (MF)

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FINAL REPORT

An Approach to Changing Teacher Attitudes and Updating Teacher Information About Career Education:

A Research Project in Procedures

Susan D. Brous

Grants Pass School District #7

Grants Pass, Oregon

April 25, 1975

State Department of Education
Community Colleges and Career Education

Applied Research

CE005877

II. ABSTRACT

TITLE: An Approach to Changing Teacher Attitudes and Updating Teacher Information About Career Education: A Research Project

INSTITUTION: Grants Pass School District #7

PROJECT DIRECTOR: Susan D. Braus
Address: 223 S.E. M Street
Grants Pass, Oregon 97526

Phone: 479-2628

COSTS:	State	Local	Other	Total
	$5,546.00	$3,785.86	none	$9,274.61

number of students affected 468 number of staff involved 23

Project Description:

The purpose of this project is to test the assumption that there is a correlation between teacher attitudes toward career education and teacher knowledge about career education.

The project is based on research pertaining to career education and how to go about working with attitudes about career education. The result of the research was an in-service program which incorporated the ideas gathered from the research. Our in-service provided background information, current trends in career education and stressed ways of using career awareness within our existing curriculum. The outcomes of our project are:

1. A survey of the in-service participants attitudes about career education.
2. A survey of the knowledge of the in-service participants about career education.
3. Identified areas of career education concepts that needed reinforcement or clarification.
4. A definitely positive movement in both knowledge and attitudes about career education.

VT102379

III. Body

A. Background and Instruction:

1. Why?

This project was written with the intent to prove that there is a positive correlation between teachers' knowledge about career education and attitudes towards using Career Education in the classroom. We felt that many of our staff did not have adequate information about career education; did not have easy access to materials; and have neither time nor reason to look for or create their own materials. We perceived in our attempts to have career awareness materials used that the teachers attitudes towards career awareness were not always positive. We felt if we had a program to work with teacher attitudes toward career awareness, that we would be able to reach more students and give greater continuity to our district's career education program.

Grants Pass School District #7 is located in Josephine County. The population is approximately 39,000 and it is estimated there will be approximately 58,000 people in Josephine County by 1985. The economic analysis indicates that tourism, wood products, agriculture, property and pensions are the five major economic forces. Unemployment has always been high in the area. Major factors in this matter are: seasonal nature of major portions of the economy; high percentage of persons over age 45; high in-migration of population and low average educational attainment of the labor force. There are seven elementary schools with a teaching staff of 104, two junior highs and one high school in Grants Pass. The high school has nearly 2,000 students.

2. Review Goals and Objectives

The mission of the project was to have implementation of career awareness activities by all of the teachers involved in our in-service program. We wanted to teach and involve our participants in such a way that they would be motivated to incorporate career awareness into their everyday teaching methods.

The first goal in achieving our mission was to locate or develop and implement evaluation instruments to demonstrate attitude change. Many tests exist which measure attitude and personality changes, but few if any measure a person's attitude towards career education. After research of and conference with experts in the field of career education, I found our project could have no major effect on a basic personality in the one week we planned to use, but we could work with the specific attitudes with regard to understanding and using career awareness in the classroom. We developed our own evaluation instruments to meet the goals and objectives of the project.

The second goal was to locate and adapt an in-service format that would allow us to work towards our mission. Several plans were studied, expecially Project Interplay, from Attleboro, Mass.; the OBE Guidelines for Effective In-Service in Career Education, November 14, 1975; Jan Sjolander's Elementary Career Awareness Project; Portland Area II's in-service programs and Portland State University's In-Service Model, others are listed in the Bibliography. Many of these ideas helped our staff catalyze our own in-service format.

The third goal was to identify and provide a learning environment for teachers that will encourage them to find and adapt teaching strategies suitable to each project participant. The objectives and

activities of this goal included selecting a group of participants and selecting staff to present the in-service. The in-service staff then held an extensive series of meetings to develop course instructional strategy.

The fourth goal was to prepare a report including the techniques and procedures used in our in-services to promote teacher attitude change; and to develop a dissemination package for distribution to other districts.

B. Major Accomplishments or Outcomes

This project is a research project based on the premise that allowing teachers to increase or update their knowledge of career awareness and how to use it would affect their attitudes toward using career awareness. We focused upon using in-service time to increase our teachers knowledge of career education.

The first few months of the project were spent researching the following topics:

Career awareness in-servicing

Teacher attitude training

In-service techniques

Teacher incentives

Career Education Program objectives

Testing materials related to the project

Career awareness techniques

After beginning the research, there needed to be a narrowing and streamlining of the focus of the project. General research proved that the grouping 1-9 was too large an age span for the scope of the project and it was narrowed to grades 1-6. Research also showed that providing adequate teacher incentive was a project in itself and many facets of the proposed incentives required approval and bargaining by the teacher negotiation committee and was entirely out of the realm of this project; for example salary scale credit for in-service courses (not DCE courses). After considerable thought as to many alternatives, the project director arranged for a single means of incentive for the teachers willing to participate in the project. Each teacher involved was allowed to take three days of leave from the classroom with pay, with no strings attached to the time.

This reduced the numbers of substitutes required at one time. The in-service itself was held outside of school hours on two Friday evenings and two Saturdays.

Many testing instruments were evaluated from the standpoint of providing information relevant to this project.

Portland Area II's Teacher Self-Assessment Inventory K-12 we felt was the closest to being appropriate for the project; but it does not indicate whether or not the teacher really understands and uses the various concepts. Our staff was aware that most of our elementary teachers were unfamiliar with the terms used on Portland's test.

The project director and the district Career Education Committee met and reviewed basic requirements held by many different school districts and states. A copy of the documents we studied is available to anyone that is interested. The committee stated what they felt were the basic areas elementary teachers should be familiar with and should be handling in their classes. The project director took the basic areas the committee recommended and drew from the "fifty Competencies...elementary teachers should have", compiled by Richard Holloway in his 1972 doctoral dissertation.

From these selected competencies evolved the knowledge test for teachers given as a pre and post test to the participants of the in-service. Mr. Bob Frank, the project director of the Title III Value Education Project in Ashland suggested the T-1/T-2 test which we adopted for use in this project. The person taking the test must make an arbitrary judgment of his own attitudes, but the post test does show definite movement and indicates positive or negative trends.

The staff for the project included three teachrs from within the district and the project director. We felt it was essential to show the particinating teachers the basic overall concents of career education. We also wanted to present ways of incorporatino career awareness into existing elassroom procedures.

The project was conducted on a very personal, informal basis. The project director sought out and personallv asked each teacher if they wished to participate in the two Friday evening and all day Saturday workshops. Each participant was contacted individuallv during the month between the workshops for help, encouragement and input for the next workshop.

The in-service staff was allowed a week workshop in order to prepare for the in-services. Instead of doing it all at one time, we had several evening and Satruday meetings. We met for three days (totaled) before the first in-service and for two days (totaled) before the second. We prepared several agendas in preparation and were thoroughly familiar with what we wished to accomplish.

Our first in-service was based on the knowledge and experience of the staff of the career education committee and the project director. We began the in-service by pre-testing and then we introduced information necessary to an understanding of the overall picture of career education. We worked in various ways to show how career awareness can be part of existing curriculum.

The second in-service was given a month after the first one based on the input given us by the teachers in the individual meetings and on the test results. We waited a month because we wanted the teachers to experiment with their students and have some experiences

using career awareness. The group had specific information they wanted to know about, and the tests showed areas in which they needed more accurate information, for example using "hands-on" classroom projects and how to help students understand the relationship between vocations and avocations. We took these specifics and developed our agenda around them.

We held the in-services at Rogue Community College for several reasons. One reason was for the space their facilities allowed us, another was that we did not wish to show favoritism to any one school and also the use of the college facility showed the teachers the district committment to the project.

We used strictly our own teachers because we felt that we have great strengths in career education within our own district and we wanted to make use of our own strengths, encourage our own teachers and give recourse to the project participants if they desired further help from one of the project staff.

Each participant was asked to try out with their classes and write up at least four activities in the month between the in-services.

Each of the teachers became involved in career awareness activities and wrote down brief descriptions in a format we proveded. The teachers wanted copies of the activities so the project director printed and compiled them. Those activity books are available for the staff in each of the seven elementary schools. The books will also be used as a resource and reference in making improvements in our district's career awareness activity books. The teachers involved affected approximately 475 students from grades 1-6.

The pre and post test data showed unanimous increase in both knowledge and in positive feelings about using career awareness. One of the most obvious outcomes was the teachers' understanding that most, if not all of them were using career awareness activities already or with an added focus on the world of work, would be using it.

The positive carry over these teachers brought back into their schools was noticed all over the district by the principals and other teachers.

Jackson County
Intermediate Education
District

101 North Grape Street
Medford, Oregon
June 18, 1975

EVALUATION OF 1974-75

RESEARCH PROJECT
at
GRANTS PASS SCHOOL DISTRICT #7
GRANTS PASS, OREGON

TITLE: An Approach to Changing Teacher Attitudes and Updating Teacher Information About Career Education:

A Research Project in Procedures

PROJECT DIRECTOR: Susan D. Brous

OVERALL ACCOMPLISHMENTS

This research project developed a model to provide inservice by existing staff to interested elementary teachers within the district about knowledge and attitudes on career education.

COMMENDATIONS

1. That a decision was made to inservice just elementary staff Grades 1-6 and not 1-9.
2. That adequate preparation for the inservice was accomplished by the team.
3. That a method was developed that is transportable and includes techniques and procedures used in changing teacher attitudes about career awareness.
4. That the overall project was well managed by project director.
5. That district personnel were used to provide 100% of all the inservice time.
6. That the inservice team was a very dedicated and competent group of educators.
7. That 24% of the elementary students of the district had teachers attending the special inservice.
8. That test data showed excellent increase in both knowledge and in positive feelings about using career awareness in the existing classrooms.
9. That each inservice was one month apart which allowed time for teachers to test career awareness activities with students.
10. That activity books on career awareness activities were presented to the seven elementary schools.

RECOMMENDATIONS

1. That in the future, an improved method be developed to provide inservice without teachers having to sacrifice weekends.

III. D. Summary and Conclusions

The primary focus of the project was to have implementation of career awareness activities by all of the teachers involved in our in-service program. Our aim was to create more positive attitudes about using career awareness or to update the information about career awareness of those teachers already using it with their classes.

The first goal was to assess the participants concerning their knowledge and attitudes toward career education. We accomplished this goal through our pre and post tests. The Part A - T-1/T-2 test showed an increase in every category by every individual taking the in-service, although on two different questions two people remained in the same place. See Appendix C1 for the test and test results. The Part B - Career Education Teacher Survey showed a large reduction in responses to the category, "I understand it, but am not aware of the best way to use it with my age group." The percentages of the group that moved into the category "I have used this with my class" was large for two reasons. First the required activities the teachers chose incorporated many of our basic concepts, also many of the teachers did not understand the terms of the test until we held the in-service. The two negative questions, #7 and #10 gave the in-service staff an interesting key to the depth of understanding of the teachers.

Both tests showed that the goals of the project had been accomplished.

The second goal was to develop the most useful format for conducting in-services in career education. Through the research conducted by the project director and the experience of the in-service staff we

selected an in-service format commensurate with the needs of our teachers, the abilities of our staff and the objectives of the project. The in-service agenda is included in the Appendix C. the actual format is included in section B, major accomplishments and outcomes.

The third goal was to identify and provide a learning environment for teachers to find strategies for teaching career education.

This environment was created through several means. The incentive of the three days of paid leave encouraged attendance. The in-service staff was well prepared to teach the in-service and this resulted in a relaxed, flexible atmosphere. There were many resource materials made available to the participants, copies of any materials they wanted to have were made. On the workshop evaluation forms the comment was made by eleven people that this was the most casual yet well prepared in-service they had ever attended.

The fourth goal was to disseminate the techniques and procedures used to change or update our teachers attitudes. This goal is being met by this final report which will be available to anyone interested in it. We also will make available copies of our activity booklets although it was not intended to be a perfected activity guide but rather a compilation of good and not so good activities that teachers tried out.

Also our attitude and knowledge tests are available separately to anyone interested in using them.

E. Budget

FINAL PROJECT BUDGET

Project Component	State Funds Allowed	State Funds Expended	Local Funds Allowed	Local Funds Expended
Project Director at 1/3 time 1 FTE @ $9,500.00	$3,166.00	$3,166.00		$ 302.17
Secretary 1 FTE @ $4,200.00			$ 300.00	300.00
Fixed Costs @ 18%	570.00	532.75	54.00	86.49
Teacher Release Time (20 teachers released for 3 days) $30.00 substitutes per teacher per day			3,000.00	1,800.00
Fixed Costs @ 18%				117.60
Instructional Costs	800.00	800.00		
Workshop for Instructors	800.00	800.00		
Fixed Costs				171.21
Consultants			250.00	250.00
Travel	175.00	175.00	175.00	34.57
Communications			150.00	123.82
ERIC Search	20.00	0		
Office Supplies	15.00	15.00		
Rental of Facilities & equipment (office, phone office Equipment)			720.00	600.00
Room reconstruction			850.00	0
TOTALS:	$5,546.00	$5,488.75	$5,499.00	$3,785.86

F. Recommendations

The results of this project give credence to the assumption that there is a logical correlation between teacher attitudes toward career education and teacher knowledge about career education. Many of the teachers now teaching in our schools were graduated before career education became an educational thrust. These teachers have no reason to understand career education nor how they are to use it with their age group of students. Having given our teachers a thorough understanding of career awareness and what it's goals are, we met little resistance to what career education aims to accomplish. Our real task was to help the teachers find ways to incorporate career awareness into their own teaching situations.

To anyone adopting a similar process to ours, there are some things we would do differently. The week-end in-service worked well for providing substitutes, but it was exceedingly difficult to find 20 people willing to participate. In fact, we had 22 signed up two days before the in-service and had three cancellations at the last minute. On a district wide basis, it would be impossible to hold it on week-ends.

We felt the preparedness of our in-service staff was essential to our success. The personal contact with the in-service participants helped to keep their needs before us, rather than what we felt were the group's needs. Greater use of career education experts from within our district would have strengthened our background information of the in-service; for example, a representative of the cluster program. The use of our own staff to run the in-service was very effective.

The provision of 1/3 time for the project director was a hindrance in keeping the momentum of the project going. It would be more efficient to work on it full time for 1/3 of the year, although the time spread did allow

time for reorganization and revision of many plans, which on a tight schedule would have been left alone.

Our staff recommends to anhone interested in improving attitudes or updating teacher information that they work not only with career education concepts and how to use them, but also that they show how the teachers can work with career awareness within their own teaching style and frame of reference. The second in-service after the teacher's experiences, uncovered and cleared up many areas that one workshop of whatever length, without classroom experiences would not have covered.

We would very much like to work with the rest of the teachers in our district in a similar format.

IV. APPENDIXED ITEMS

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IV. Appendixed Items

B. Guides, Guideline, Handbooks

1. The tests for the workshop are included here

2. The workshop agenda is included here as well as the basic concepts worked with in the workshop.

3. The activity book developed by the teachers is included with the original copy.

4. Some activity reference sheets used in the workshop agenda are included here.

Appendix C, 1

CAREER EDUCATION EXPERIMENT

T-1 / T-2 Test - Part A

The purpose of these tests is to obtain information that will be of use in determining the effectiveness of our inservice program. For purposes of data reduction it will be necessary to have each respondent's materials identified. If you use the following code system you will be assured of anonymity.

In the space marked ID Code write:

(a) First letter of your mother's maiden name
(b) First letter of your father's first name
(c) The month of your birth
(d) The last two digits of your phone number

ID Code _____ SCORES
(a) (b) (c) (d)

Taken from the pre and post in-service responses made by the 19 participants of the in-service

With zero being low and eight being high, please mark the appropriate number for each question.

1. My present knowledge of what is involved in "career education" is at this level. Circle one number.

	0	1	2	3	4	5	6	7	8	
pre-inservice	*1*	*2*	*3*	*5*	*3*	*2*	*1*		*2*	*average score = 3.0*
post-inservice			*3*	*1*			*3*	*8*	*6*	*average score = 6.9*

average score change = 3.5

2. My present interest in career education as it relates to what I teach is at the following level. Circle one number.

	0	1	2	3	4	5	6	7	8	
pre	*1*		*2*	*2*	*5*	*1*	*3*	*4*	*1*	*average score =4.7*
post					*1*		*2*	*7*	*8*	*average score = 7.1*

average score change = 2.4

3. At this time I am at the following level of involvement with career education in my classroom. Circle one number.

	0	1	2	3	4	5	6	7	8	
pre	*3*	*2*	*4*	*2*	*6*	*2*	*1*			*average score = 2.9*
post					*1*	*6*	*8*	*1*	*2*	*average score = 5.8*

average score change = 3.1

4. At this time I am at the following level of committment to career education as a useful educational concept. Circle one number.

	0	1	2	3	4	5	6	7	8	
pre	*2*	*1*		*4*	*4*	*4*	*1*	*2*	*1*	*average score = 4.0*
post				*1*	*1*	*1*	*2*	*6*	*7*	*average score = 2.6*

average score change = 2.6

Grants Pass School District No. 7
223 S.E. M Street
Grants Pass, Oregon 97526
1974-75

Career Education / Teacher Survey Part B

These questions are asked of you anonymously as a random group of elementary teachers. The questions will be given at the beginning of the in-service and again at the end. This is not really a test of your knowledge or expertise, but more an indicator to us of the value of the in-service. These are statements that may or many not be included in a career awareness program. Please mark this as you feel or do NOW - not as you ideally should do or feel.

	I don't understand this statement	I understand this means/ha...
1. Identify the careers represented among the parents of your students.		Pre-inservice 15.7% Post-inservice 10.5%
2. Use resource people in class to present career information closely allied to their occupations.		57.8% 31.5%
3. Utilize learning activities that foster wholesome attitudes regarding the worth and function of work in all fields at all levels.		21.0% 10.5%
4. Help students in analyzing the direct relationship between skills developed while in school and those needed as a family member, citizen, or as a user of leisure time.		15.7% 26.3%
5. Help students in analyzing the direct relationship between skills developed while in school and those needed in occupations.		26.3% 5.2%
6. Discuss and illustrate for students how people in various occupations also function in other life roles as well (i.e., a citizen, family member and user of leisure time).		42.1% 26.3%
7. Direct students in learning skills exclusively for a particular job.	5.2%	31.5% 21.0%

om group
he beginning
ly a test of
of the value
not be in-
s you feel or

I don't understand this statement	I understand what this statement means/have not yet applied it in my classroom	I have used adaptations of this statement with my class	This does not apply to current education at the elementary level	I understand it, but am not aware of the best way to use it with my age group	I'm not interested in using the statement with my class	PRE AND POST INSERVICE SCORES from 19 participants PERCENTAGE TOTALS
	15.7%	78.9%		5.2%		99.8%
	10.5%	89.4%				99.9%
	57.8%	42.1%				99.9%
	31.5%	69.4%				99.9%
	21.0%	42.1%		36.8%		99.9%
	10.5%	84.2%	5.2%			99.9%
	15.7%	52.6%		31.5%		99.8%
	26.3%	73.6%				99.9%
	26.3%	47.3%	5.2%	21.0%		99.8%
	5.2%	89.4%	5.2%			99.8%
	42.1%	26.3%	5.2%	26.3%		99.9%
	26.3%	73.6%				99.9%
5.2%	31.5%	5.2%	42.1%	15.7%		99.7%
	21.0%	15.7%	63.1%			99.8% (Negative Question)

	I don't understand this statement	I understand this statement meaning/application
8. Direct students in identifying the physical and intellectual requirements of occupations related to subject matter units covered in class.	10.5%	21.0% 15.7%
9. Identify for students the career opportunities related to subject matter units covered in class.		42.1% 15.7%
10. Direct students away from exploring career areas that they are not suited for.	5.2%	21.0% 21.0%
11. Direct students in investigating the life styles that may be associated with various occupations.		31.5% 31.5%
12. Assist students towards a self-understanding of their interests, attitudes and aptitudes as they relate to future career decisions.		15.7% 15.7%
13. Help students realize that responsible decision making is a part of career development.		31.5% 31.5%
14. Work to show students the interdependence of occupations.		31.5% 21.0%
15. Direct students in identifying the tasks performed by people in various occupations.		26.3% 21.0%

	I don't understand this statement	I understand what this statement means/have applied it in my [illegible]	I have used adaptations of this statement with my class	This does not apply to career education at the elementary level	I understand it, but am not aware of the best way to use it with my [illegible] group	I'm not interested in using this statement with my class	
require- in class.	10.5%	21.0%	21.0%	21.0%	26.3%		99.8%
		15.7%	73.6%	10.5%			99.8%
ject		42.1%	21.0%	5.2%	31.5%		99.0%
		15.7%	73.6%	10.5%			99.8%
re not	5.2%	21.0%		52.6%	10.5%	15.7%	105.0% *
		21.0%	5.2%	42.1%		31.5%	99.8%
assoc-		31.5%	15.7%	26.3%	21.0%	10.5%	105.0%
		31.5%	63.1%	5.2%			99.8%
ests, isions.		15.7%	26.3%	15.7%	26.3%	15.7%	99.7%
		15.7%	78.9%			5.2%	99.8%
part		31.5%	31.5%	5.2%	15.7%		99.7%
		31.5%	63.1%		5.2%		99.8%
		31.5%	47.3%	5.2%	15.7%		99.7%
		21.0%	78.9%				99.8%
e in		26.3%	57.8%		15.7%		99.8%
		21.0%	78.9%				99.8%

	I don't understand this statement	I under...
16. Direct students in studying the occupations involved in the day-to-day operations of your local school system.		36.8 47.3
17. Utilize "hands-on" or applied classroom projects in which the tasks of real workers are attempted.	5.2%	36.8 42.1
18. Direct students in identifying the type of tools, clothes, material and equipment used by people in various occupations.		26.3 15.7
19. Distinguish for students relationships between occupations and avocations	26.0%	26.0 42.1
20. Provide for students to explore and expand the area of their career interests.		36.8 26.3

	I don't understand this statement	I understand what the statement means/have not applied it to my class	I have used adaptations of this statement with my class	This does not apply to career education at the elementary level	I understand it, but am not aware of the best way to use it with my age group	I'm not interested in using this statement with my class	
the day-		36.8%	31.5%		26.3%	5.2%	100.0%
		47.3%	52.6%				99.9%
h the	5.2%	36.8%	21.0%	5.2%	31.5%		99.9%
		42.1%	53.6%	5.2%			99.9%
s, material		26.3%	52.6%		26.3%		105.0% *
		15.7%	78.9%	5.2%			99.8%
ons and	26.0%	26.0%	16.0%	16.0%	10.0%	5.2%	99.9%
		42.1%	47.3%	5.2%	5.2%		99.8%
their		36.8%	21.0%		42.1%		99.9%
		26.3%	57.8%	10.5%	5.2%		99.8%

(3)

PART 2

Please do not begin this section until you have completed the first section definitions influence the answers you select for the first section.

Put an X by your definition of what career education is:

Pre 26.3%
Post 5.2% 1. Career education is a system which gives students opportunities t possible.

Pre 57.8%
Post 94.7% 2. Career education is a focus upon the overall development of a chi contributing and productive citizen and worker.

0
0 3. Career education is a more expanded version of vocational trainin at least some blue collar skills.

Pre 10.5%
Post 0 4. Career education attempts to direct every child into a probable c time in his schooling and help him work towards that career goal.

* The totals over 100% indicate a person marked more than one column.

These percentages are taken from the pre and post in-service responses in-service.

Grants Pass School District No. 7
223 S.E. M Street
Grants Pass, Oregon 97526
1974-75

ve completed the first section and try not to let these
for the first section.

education is:

gives students opportunities to know about as many jobs as

e overall development of a child into a self-fulfilled,
and worker.

version of vocational training providing each student with

every child into a probable career at the earliest possible
work towards that career goal.

rked more than one column.

and post in-service responses made by the 19 participants of the

Agenda for Career Awareness Experiment

Friday Evening - 6:30 January 31, 1975 Rogue Community College

6:00 Instructors Arrive, prepare nametags, organize materials, start coffee

6:30 - Welcome and introduce instructors, Jim will pass out pre-tests, Susan will explain the purpose of the pre-tests. Maynard & Jan will collect them. Each participant will have at his seat a copy of the Oregon Way pyramid and a file folder to keep materials in.

7:15 - Susan will give each person a card with either a question or an answer on it. Each person will be asked to find the answer to his question or vice versa by asking around to everyone there. After two people think that their question and answer match, they may check with one of the instructors and then put it up on the chalk board - if incorrect, keep looking. We will discuss any issues the questions raise, and amplify briefly the points the questions illustrate. Susan will also mention a few things happening in other school in the state.

7:45 - Maynard and Jim will introduce and present the film "The Oregon Way." They will also discuss and answer any questions that follow the film.

8:15 - Break

8:30 - Maynard will explain the activity "fantastic jobs." The activity is an introductory activity to working on values. Maynard will lay the groundwork for how values are related to career awareness.

8:45-50 - Jan will introduce and run the teachers through the activity called, "What do I value?" It concerns 10 things each person likes to do and relates to the values they have said on paper that they hold. Jim, Susan and Maynard will assist also. After the activity is completed, We will ask the teachers to discuss and write down ways that this activity could be used in their own classroom.

9:30 or so - end of in-service for the evening.

Saturday Morning - 9:00 February 1st Rogue Community College

9:00 - Jim will review yesterday's activities on butcher paper with a felt pen, writing down what we accomplished in yesterday's session
Maynard will preview today's activities by listing what we <u>want</u> to accomplish in today's session.

9:20 - Jan will introduce the activity of concept ranking. This activity involves

9:20 - Saturday morning , continued

group decision making. For example, she will give them a few of the rules they must follow in coming to the group's decision: no trading is allowed, no voting is allowed, full discussion of issues is the means of coming to the group's decision.

Jan will ask the group to individually pick five concepts that they think are the most important to an elementary career awareness program. They will be provided with a list of 16 basic concepts. They then will work in duos, and then quints and then finally the group of primary teachers will reach a conclusion and the group of intermediate teachers their conclusion.

10:00 - After the groups have settled upon the top five concepts, the groups will begin working on brainstorming activities that could be used in the classroom to promote each of the five concepts.

We will take one concept and then look for a particular activity that relates easily to it: a field trip possibility, or a bulletin board, a small group activity, a large group project or game, quick activity, game board activity, individualized activities etc.

When we have found an appealing activity -we will figure out a
- -lead in activity
- -the activity itself
- -a post activity

not necessary - did not do

We will try to accomplish this with each of the five concepts. If the group becomes stalled on a particular concept, the group instructors will be prepared with an activity to work through as an inspiration starter to help the teachers suit an activity to their own interests or needs.

12:00 - Break for lunch - allow an hour and a half

1:30 - Jan will work through the activity that is called the drawing relay. Basically it is a communication activity centered around tool awareness. It is competitive and will be used to draw the group back into a unit.

2:00 - Susan will briefly go over the purposes of the AV materials in the room. Jim will hand out the Activity Forms and explain how they may be used. We will allow a half hour to forty minutes to write down four activities that the teachers want to try.

not used at this time →

2:40 - Maynard will introduce and run the career awareness definition activity It is a means of crystallizing individuals impressions of what career awareness is all about. Each group will have a different definition and we will make no attempts to change or reword any of the definitions.

3:10 - Jim will recap the day, checking off what we accomplished, while coordinating with what we had hoped to accomplish. He will also explain about the contacts that will be made with them during the month between in-services.

CAREER AWARENESS EXPERIMENT

Workshop No. 2 March 7th & 8th, 1975

FRIDAY

6:00 - Instructors arrive, set up room, set out materials, get film ready

6:30 - Participants arrive, hand out name cards.
Jan- explain and start the Inquiry game

7:00 - Film - Let's Get to Work - Brief discussion
Encyclopedia Britannica (part of film series, "Whatcha Gonna Do?")

7:30 - Form into a circle - begin idea sharing of favorite of the four activities they wrote up in the month interium period.

Second time around the circle, share any bombs you may have had.

8:30 - Break

8:45 - Giving and Following Instructions Activity - Maynard

9:00 - Form into 1st & 2nd grade group with Jim, 3rd & 4th grade group with Jan, and 5th and 6th grade group with Maynard, to share ideas more extensively.

When & if they are through, group leader run through one of their or one of your favorite activities with your group

9:30 - close out for the evening.

SATURDAY

9:00 - Susan will begin with more information about our total program, an explanation of the cluster game, how cluster students can be helpful in demonstrating job skills for example

9:30 - ~~Beaverton slides~~, ~~Springfield project~~ (~~sheet~~) - Susan
People Who Make Things, Churchhill Films - 22min. color

9:50 - 5 square activity - Jan

10:30 - How to involve parents, methods of working with speakers - Maynard
Avocations and hands on experiences - Jim
Field trip protocol - Susan

11:10 - Misuse of Information scale - physically show your position

11:30 - Whom to eliminate? Assign roles to participants and defend their right to survive.

SATURDAY (continued)

12:00 - lunch

1:30 - Decision-making process and related hand-outs and suggestions for use. - Jan

2:10 - Values use and abuse discussion - draw simple coat of arms with felt pens and butcher paper - discuss with others their perception of your coat of arms - Susan and Maynard

2:40 - Charades of occupations - Form into two groups, each group will have to act out 10 differnt occupations - winner is first completed. - Jim

3:00 - Occupations wrap-up - range and limitations of use - Jim

3:10 - Definition Activity - whoevever is still alive

3:45 - Post test, work shop evaluation - all of us

BASIC CONCEPTS

1. parents careers
2. persons need to be recognized as having dignity and worth
3. occupations exist for a purpose
4. life roles
5. school skills are related to the life roles
6. individuals differ in their interests, abilities, attitudes and values
7. work has worth and dignity
8. investigate the relationship of life styles to occupations
9. an understanding and acceptance of self is important throughout life
10. career development requires a continuous series of choices
11. jobs aredependent on each other
12. discover what people actually "do" in their jobs; materials and tools they use
13. experiment with what people actually do on a job / hands on
14. provide for students to explore and expand the area of their career interests
15. money management
16. overview of schooling

WORKSHOP EVALUATION

Will the workshop be of any value to you in your teaching?

Would you reccommend that someone else take one like it?

Why or why not?

What could we have done to make the workshop better?

What did you dislike about the workshop?

What did you like about the workshop?

FANTASTIC JOBS

Write down three occupations - fantasy, fantastic, exciting (to you) jobs - which you would really love to do.

Sit in groups of three:

1. Tell what you would like to do and why.

2. Then tell why you are not doing these jobs. What prevents you from having these occupations.

3. Values. Try to identify some values that the group discussed in relation to the various occupations.

4. Variation. Move to jobs which are within reach. Move from complete fantasy to something possible -- something which you could actually work toward.

Concept: Find an acceptable group definition of career awareness

Objectives:
- crystallizing your own thoughts on awareness
- listen and understand others feelings about awareness
- clarify concepts involved in career awareness
- practice in group decision making

Activity:

1st - by yourself write five action words that describe what career awareness includes. You have five minutes.

2nd - share with another person your words and why you chose them. You have seven minutes.

3rd - Form into groups of five and use all of the words or agree on the ones thrown out. Then write out on butcher paper your group's one paragraph definition of career awareness

4th - The other groups may ask questions about your definition - no rewriting

Experiment With Activities

Concept:
(What point do you want to get across?)

Objectives:
(What do you want your students to do, to think about?)

Activity:
(describe how you did it)
Materials

Steps

Evaluation:

How did the activity go over with the kids?

Was it worth your classroom time? Why or why not?

LEAVE AGREEMENT FOR TEACHERS PARTICIPATING
in CAREER EDUCATION EXPERIMENT

Each teacher participating in the "Career Education Experiment" is eligible to receive three days of leave from their classroom.

These days may be taken at the discretion of the teacher and for whatever purpose the teacher wishes. These days are not cumulative and should be used before June of this year, 1975.

Please notify your principal in writing a week in advance of taking any day of your leave.

Susan Brous
Project Director

John Mayfield
Acting Superintendent